



## DEPARTMENT OF THE NAVY

NAVAL SCHOOL OF HEALTH SCIENCES  
BETHESDA, MARYLAND 20889-5611

IN REPLY REFER TO:

NSHSBETHINST 1520.3C  
OA

08 APR 2002

### NSHS BETHESDA INSTRUCTION 1520.3C

From: Commanding Officer

Subj: INSTRUCTOR DEVELOPMENT AND EVALUATION PROGRAM IDEP)

Ref: (a) CNET Navy Instructor Manual  
(b) CNET Instructor Training Trainee Guide  
(c) BUMED Curriculum Development Guide: Technical Education and Training  
(d) NSHSBETHINST 1650.6E

Encl: (1) Instructor Evaluation Form (NSHS 1599/17 (Sep 97)  
(2) Instructor Self-evaluation Checklist  
(3) Instructor Development and Evaluation Process Flowchart

1. Purpose. To establish general guidelines and procedures for an Instructor Development and Evaluation Program as prescribed in references (a) through (c).

2. Cancellation. NSHSBETHINST 1520.3B

3. Applicability. This instruction applies to non-technical courses provided by the Management and Specialty Training Department at the Naval School of Health Sciences, Bethesda (NSHS Bethesda).

#### 4. Definitions

a. Instructor. A subject matter expert who teaches or facilitates within NSHS Bethesda.

b. Course Coordinator. A staff member whose duties include course administration, supervision of instructors, resolution of student concerns, curriculum development, data collection and analysis, and budgeting.

c. Evaluation. The systematic assessment of NSHS Bethesda's instructor professional performance.

5. Discussion. The primary purpose of evaluating instructors is to provide guidance in delivering quality educational services. Evaluations ensure that NSHS Bethesda's goals are understood and pursued. Specifically, the evaluation process seeks to specify instructor responsibilities, address student needs, ensure the delivery of high quality customer services, and advance professional capabilities. The Instructor Development And Evaluation Program (IDEP) assists instructors in developing skills and proficiency as educators. Integral parts of this program include:

a. NSHS Bethesda Professional Training Orientation. All instructors will receive an overview of their specific course to include teaching standards, testing requirements and current evaluation procedures. New instructors will forward a current curriculum vitae to the Department Head, Academic Program Management.

b. Initial Instructor Training. All staff instructors will attend a formal instructor training school.

c. Initial Instructor Development. Newly assigned instructors will be evaluated and their instructional techniques and presentation skills will be assessed by the instructor's Director or Department Head and an Instructional Systems Specialist (ISS). There are two phases:

(1) Assessment Phase. Prior to presenting any classes, the new instructor will, in conjunction with the course coordinator, select a module for presentation to his/her Director or Department Head, and other reviewers including an ISS and/or a Master Training Specialist (MTS) representative. The presentation will be evaluated using enclosure (1). Following the presentation, both positive behaviors and areas requiring improvement are to be reviewed with the instructor and documented in the appropriate section of enclosure (1). The ISS will maintain assessment results.

(2) Development Phase. If a development phase is required, the individual instructor will work with his/her Department Head and the ISS to design and carry out an appropriate proficiency improvement program.

d. Instructor Self-evaluation. All non-technical NSHS Bethesda instructors as a method of self-evaluation will use enclosure (2). This self-evaluation will serve a two-fold purpose; preparing instructors prior to presentation in the

classroom and as a tool to be reviewed by the ISS, Department Head, or Director prior to completing the semi-annual or annual instructor evaluation.

e. Instructor Evaluation. During the first six months of instruction, a new instructor will be formally evaluated utilizing enclosure (1). If no major problems are encountered, semi-annual evaluations will be completed by his/her Director, Department Head, or an ISS. Should problems arise, an individual improvement plan will be developed to improve instructional competency. The improvement plan will include the assignment of an experienced instructor as a mentor and the development of a Plan of Action and Milestones (POA&M).

f. Instructor Development. All instructors will attend at least one staff development program a year.

g. Contracted Instructors and Guest Lecturers. These instructors will provide Curricula Vitae (CVs) to the Course Coordinator. Contracted instructors and guest lecturers will be observed and evaluated annually by the Course Coordinator and an ISS utilizing enclosure (1).

6. Recognition of Outstanding Instructors. The Master Training Specialist Program (reference (d)) is a BUMED program that recognizes exceptional skills of quality instructors within the educational environment.

7. Responsibilities. The Director and Department Heads will ensure that initial and semi-annual instructor evaluations are completed.

8. Enclosure (3) contains a flowchart of the process of this instruction.

*W. Thomas Nunns*  
W. THOMAS NUNNS  
Acting



LESSON - CLASSROOM

YES NI NO NA

\*A. Follows LTG ( Note: Reading the presentation from the LTG, except or carity or precision, should result in an "NI" rating.)

B. Uses appropriate examples in explanations

C. Uses motivational factors

\*D. Maintains class control

E. Maintains student interest

\*F. Demonstrates knowledge of subject matter

G. Selects and uses media, aids, and equipment effectively

\*H. Demonstrates careful preparation

I. Makes smooth transitions between teaching points

J. Adjusts to unplanned situations

COMMENTS:

COMPREHENSION CHECKS

YES NI NO NA

\*A. Frequency

B. Questions various students

C. Uses effective questioning techniques

D. Checks for recall of facts

E. Checks for student comprehension

COMMENTS:

PERSONAL TRAITS

YES   NI   NO   NA

A. Speaks in well-modulated voice | | | |

B. Uses correct language and grammar | | | |

C. Avoids distracting mannerisms | | | |

D. Maintains eye contact with class | | | |

E. Projects positive attitude | | | |

F. Demonstrates effective leadership | | | |

G. Demonstrates rapport with class | | | |

COMMENTS:LABORATORY SESSION

YES   NI   NO   NA

\*A Identifies hazards and safety precautions | | | |

\*B. Requires safe practices | | | |

\*C. Provides constructive feedback | | | |

COMMENTS:SUMMARY AND REVIEW

YES   NI   NO   NA

\*A. Summarizes main points | | | |

B. Links lesson objectives to course objectives | | | |

\*C. Checks for student comprehension | | | |

COMMENTS:

STUDENT BEHAVIOR

YES   NI   NO   NA

A. Actively involved in class

B. Interested in & attentive to lesson

COMMENTS:

ADDITIONAL COMMENTS:

.....  
I certify that this evaluation and comments haven been reviewed  
with the instructor.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

COMMENTS:

.....  
INSTRUCTOR'S PLAN FOR GROWTH AND IMPROVEMENT  
Plan should address any item marked NI or No  
\*

INSTRUCTOR SELF-EVALUATION CHECKLIST

A INTRODUCTION

This Information Sheet is designed to provide you with feedback on your teaching abilities.

B. INFORMATION

Directions:

This checklist consists of 25 questions, each of which have been given a maximum score. A question is valued according to the part it has in making a good instructor.

The checklist assumes that you know your subject matter well. No matter how skillful you may be in teaching, you cannot be a good instructor unless you learn your subject thoroughly and keep alert for all new developments in your field.

Read each question carefully. Then consider all the good practices that add up to make the maximum score. After this, estimate as well as you can how closely you are following good practices and score yourself accordingly.

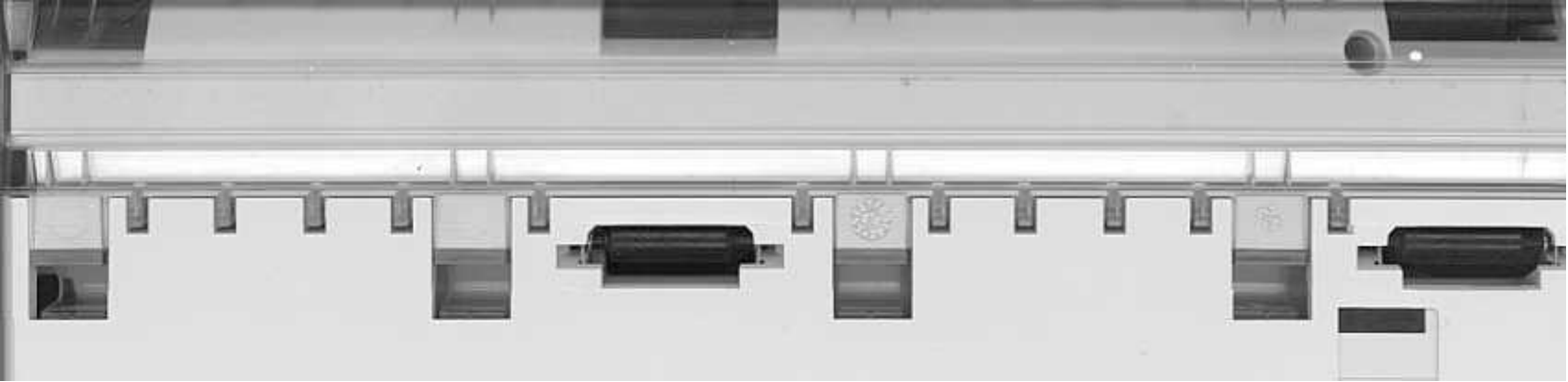
Remember, this is a self-evaluation. Its value for you will depend on how honest you are with yourself. When you are finished, add up your score and compare it with this scale:

90 or above is outstanding  
80-89 is above average  
70-79 is average  
62-69 is below average

If your score is below 62, you will know there is a definite need for improvement.

Enclosure (2)





	My Score	Maximum Score
1. Do I check the physical aspects of my classroom? Good instructors make every effort to improve the environment They insist on:		4
(1) Good lighting.		
(2) Proper heat.		
(3) Good ventilation.		
(4) Good equipment.		
(5) Best possible arrangement of equipment.		
2 Do I introduce myself at the first session? Good instructors:		1
(1) Write name on chalkboard/VAP.		
(2) Pronounce their name.		
(3) Provide brief biographical information and relationship to subject they are teaching.		
3. How well do I learn names? Good instructors:		3
(1) Have students fill out 5x7 name tents.		
(2) Address questions to individuals.		
(3) Use the principle of association.		
4. Do I get essential information regarding each student: Here are a suggestion on how to get it:	( )	4
(1) Incorporate ice-breakers to introduce class members.		
5. Am I punctual and do I expect punctuality? Good instructors:	(	2 )
(1) Start their classes on time.		
(2) Are punctual for all appointments and expect the same from all students.		
3) Provide breaks in a timely manner.		
6. Am I an example of good military bearing and neatness? Good instructors recognize that:		2 )
(1) They are leaders.		
(2) Good example has value		

Do I address the class effectively?  
Good instructors:

( 2

Talk to everyone, including  
students in the back row.  
Always explain the meaning of  
unfamiliar or technical terminology  
and write the terms on the  
chalkboard/VAP

- (3) Recognize that abusive language  
or profanity engenders disrespect  
and hinders learning.
- 4 Avoid sarcasm.

8. Am I careful with words?  
Good instructors:

4

- 1 Make their points clear by using  
words, which can be understood  
Always explain the meaning of  
unfamiliar or technical terminology  
and write the terms on the chalkboard/VAP  
Recognize that abusive language  
or profanity engenders disrespect  
and hinders learning.
- (4) Avoid sarcasm.

9 Do I personalize/prepare a  
satisfactory plan for each class?  
A good lesson plan has:

12)

- 1 A simple but complete statement  
of what the students are expected  
to learn.
- 2 A list of equipment and materials  
needed.
- (3) An introduction for the lesson.
- (4) Ways of presenting the lesson.
- (5) Application and testing procedures.
- (6) Summary of lesson with provision  
for re-teaching facts or skills  
when necessary.

10. In the classroom do I limit  
talking (when necessary) so that the  
students can get to work? Good  
instructors recognize:

(

3

Valuable time is lost by too much  
explanation.

Experience in teaching, a study of the students, and an intelligent use of questions help a good instructor recognize when he/she should stop talking.

- 11 Do I keep my classroom shipshape at all times? Good instructors: 2  
  - 1 Insist upon an orderly arrangement of chairs, tables, and equipment. Insist that all trash be put in receptacles provided for this purpose.
12. Do I avoid wasting time, keeping every student occupied with constructive work? Good instructors: ) 3  
  - (1) Avoid "busy work" for its own sake
  - (2) Avoid aimless repetition.
  - (3) Have a constructive assignment for every student at all times.
- 13 Do I keep my students at work until the end of the period? Good instructors: 2  
  - (1 Have students who complete their work ahead of schedule either help others or take another assignment.
14. Am I human, yet dignified? 5 )  
Good instructors:  

Find out what is wrong when they do not get along well with their students.

  - 2) Do not need to remain aloof on the principle that "familiarity breeds contempt".
  - (3) Dispense with unnecessary formality.

- 15 Do I prepare teaching aids before class time? In order to make the best use of instruction time good instructors: 3
- 1 Have appropriate training aids and equipment ready for use. Have necessary handouts, references, etc. in the classroom.
- 16 Do I get the fullest possible use out of training aids? Good instructors: ) 4
- (1 Know when to use training aids.
  - (2 Improvise training aids whenever necessary. Make a careful study of a training aid before presenting it.
- 17 Do I create learning situations? Good instructors: 5
- (1 Know that a student must be trained to think about what he has learned.
  - (2 Stimulate group discussions and employ questions freely.
  - (3) Organize the instruction, as much as possible, in the form of case studies or real-world examples.
- 18 Do I stress practical applications? Good instructors: 3 )
- 1 Recognize that all learning must be applied.
  - (2) Give examples of uses of the information.
19. Do I let students "learn by doing"? Good instructors: ( 10)
- 1 Realize that lectures and demonstrations have their place but that students learn only after practice.
  - (2) Limit lectures and demonstrations so as to give their students time to "learn by doing".

- 20 Does every student know what is to be accomplished each period? Good instructors: 3

Find that they get the best response when they acquaint their classes with the objective for each lesson in advance.

21. Do I observe sound principles of learning? Good instructors acknowledge that: ) 3 )

It is desirable to move from the simple to the more complex, from the known to the unknown.

- 2 They are working first with people, secondarily with subject matter.
- (3) Students must be motivated.
- (4) Frequent review is necessary to increase retention.

22. Am I making every effort to meet the needs of individuals? Good instructors recognize that: ( 7

- 1 Their students differ in interests, needs, abilities, and experience. Consequently, they make every effort to adjust their instruction to the individual.

23. Do I summarize at the end of each period? 4  
Good instructors summarize by:

- (1) Reviewing the main teaching points
- (2) Conducting a short written or oral review or quiz.

24. Do I use the most effective type of examination? Good instructors: 4

- (1 Ensure that criterion testing principles are employed.  
Ensure each student thoroughly understand specific instructions  
Ensure testing conditions remain constant for each student.

25. Do I make full use of test results? 5  
Good instructors recognize that tests:

- 1 Help students review and organize  
~~subject matter.~~  
Help determine knowledge of the  
subject.  
Help students determine progress  
and standing.  
Help instructors find weak points  
in their teaching.

TOTAL SCORES

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100)

## Instructor Development and Evaluation Program Flowchart

